Danielle C. Reynolds Brooks. Serving Students with Disabilities in the School Library. A Master's Project for the M.S. in L.S degree. April, 2013. 68 pages. Advisor: Sandra Hughes-Hassell

The purpose of this project was to develop a graduate level course titled "Serving Students with Disabilities in the School Library" to be taught in the School of Library and Information Science at the University of North Carolina at Chapel Hill. This paper provides a research-based argument for this course, establishes course learning outcomes for students, describes the key topics which guided the development of the course syllabus and schedule, and discusses the major assignments of the course. Also included are products of this project: a syllabus that details course objectives and assignments and a course schedule that lists readings and learning activities.

Headings:

Library schools -- Curricula

Library school students

Libraries & children with disabilities

Libraries & teenagers with disabilities

SERVING STUDENTS WITH DISABILITIES IN THE SCHOOL LIBRARY

by
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A Master's paper submitted to the faculty
of the School of Information and Library Science
of the University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Science in
Library Science.

Chapel Hill, North Carolina

April 2013

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Introduction

1.1 Defining Disability

Disabilities are diagnosed medically and defined legally. Legal definitions of what constitutes a disability are present in Section 504 of the Rehabilitation of 1973 and the Americans with Disabilities Act (ADA) (1990), and are further discussed in the ADA Amendments Act (2008). These definitions and the definition and categories listed under the Individuals with Disabilities Education Act (IDEA) of 2004 determine which students in a school are identified as having disabilities. Section 504 and ADA "define disability as a physical or mental impairment that substantially limits one or more of the major life activities of an individual, a record of such impairment, or being regarded as having such an impairment" (Weber, 2010, p. 5). The ADA Amendments Act broadened the coverage of the ADA: previously, it was determined whether or not a disability substantially limited major life activities with the presence of mitigating measures, such as hearing aids, but the Amendments Act mandated making the decision without mitigating measures (Weber, 2010, p. 6). The ADA Amendments Act also provided an expanded nonexclusive list of major life activities, including "operation of a major bodily function" (Weber, 2010, p. 6). For children, these new inclusions of life activities include "reading, concentrating, thinking, communicating, and sleeping, as well as hearing, speaking and learning…and serious medical conditions" (Weber, 2010, p. 7). These inclusions allow more students to receive accommodations.

IDEA narrows down the number of students who qualify for services due to their disabilities. Students who qualify for IDEA are children "ages 3 to 21, who meet the eligibility criteria associated with one of 13 disability categories and need special education and related services to benefit from their education" (Noonan & Harada, 2007, p. 131). IDEA's thirteen disability categories are: "autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language development, traumatic brain injury, and visual impairment including blindness" (Noonan & Harada, 2007, p. 131).

In short, there are many forms of disability, both visible and invisible. A school librarian[1] cannot know just by short interactions with children whether or not they need accommodations and he or she needs to speak with the special educators and other classroom teachers to understand the students in their school.

1.2 Disability in the School System

The National Center for Education Statistics (2012) reported that during the 2009-2010 school year, students with disabilities served under the Individuals with Disabilities Education Act (IDEA) comprised 13.7 percent of the total student enrollment in elementary and secondary public schools nationwide (2012). In North Carolina, students with disabilities made up 12.5 percent of the total student enrollment of the 2009-2010 school year, which grew 6.8 percent over the decade from the 2000-2001 school year (National Center for Education Statistics, 2012). "As is noted on the websites of both the U.S. Department of Education and the U.S. Office of Special Education Programs, about

[1] School librarian is the current professional that the American Association of School Libraries has chosen (Book, 2010). School library and school library program will also be used to align with this term.

6.5 million children and youth receive special education and related services to meet their individual education needs" (Franklin, 2011, p. 62). These statistics show that there is a substantial population of students with disabilities that continues to increase. School librarians will need to be able to serve them.

1.3 The School Librarian's Responsibility to Serve Students with Disabilities

Hopkins (2005) reminded school librarians that "library media centers that meet the needs of all learners demonstrate their versatility and value to administrators and the school community" (p. 19). In the American Association of School Librarians' (AASL) *Standards for the 21st-century learner in action*, the nine common beliefs that undergird all AASL guidelines are repeated, including: "Equitable access is a key component for education" (p. 11). The idea is expanded upon to say that "all children deserve equitable access to books and reading, to information and to information technology in an environment that is safe and conducive to learning" (AASL, 2009, p. 11). This common belief that all school librarians should share makes it clear that school librarians have the responsibility to ensure that every single student in their schools, with and without disabilities, are given the tools, knowledge, and skills necessary to access and use information.

Addressing this responsibility, the graduate level course proposed here will introduce graduate students pursuing careers in school libraries to the potential special populations within their schools that they must actively serve and will specifically introduce them to the considerations that go into serving youth with disabilities. Future school librarians will need to prepare to instruct students with disabilities in an inclusive environment with their nondisabled classmates. IDEA mandates that students with

disabilities have the right to be educated alongside their nondisabled peers, in the "least restrictive environment" made possible by the nature of their disabilities (Section 300; Section 612). Knowing that this population will almost certainly be represented in the library with their nondisabled peers gives students studying to be school librarians an opportunity to prepare for them, to consider how to adjust their school library programs to include all learners, and to create a safe, inclusive environment for every student in the school.

1.4 Needs of Pre-Service Librarians

Walling (2004) was interested in the instruction that LIS students received about the ADA in general, its provisions, and learning how to comply with the ADA in any library setting. She found that while all thirty responding US schools introduced students to the ADA, only LIS students at 66% of the institutions studied the ADA in either required or both required and elective classes, while the students at the remaining institutions only received instruction about the ADA in elective courses (p. 140). Therefore, even though all of the schools offered instruction in legislation relating to people with disabilities, many students could bypass such instruction through elective choices. While Walling's study went beyond the scope of this proposed course, she noted in her "implications for further study" that professors instructing students in the school library track would be an important group to survey as well because "with today's emphasis on inclusion, nearly all school library media specialists will find themselves working with children with disabilities" (Walling, 2004, p. 146). This important assertion, an afterthought to her study, provides the argument for this course: graduate

students interested in working with youth will be working with children with disabilities and will need to be equipped to serve them.

Franklin (2011) also specifically addressed the issue of instructing library school students in serving students with disabilities in her article "Before the bell rings: The importance of preparing pre-service school librarians to serve students with special needs." Franklin argued that "pre-service school librarians need to be exposed to instruction, texts, and other material throughout their certification programs to prepare them for working directly with students of varying abilities" (p. 62). She also found a large amount of interest in the twenty library school students who responded to her informal survey on learning about serving students with disabilities; students are genuinely interested and understand the importance of learning to serve this population (p. 60). Franklin gave institutions a variety of creative options to explore in order to add special needs instruction into the master's program, including developing a course, integrating topics into all school library courses, and incorporating special education collaboration experiences into internships (p. 62).

A lack of specific instruction in serving youth with disabilities can affect school librarians even after graduation. Perrault (2011a), in her article on the intersection of the knowledge needs of school librarians and special educators noted that an absence of preparatory education came up in her interviews as a reason that school librarians lacked confidence in working with students with disabilities. Kendra Allen's (2008) master's thesis showed that current school librarians could be better prepared to serve their students. Allen's (2008) survey of school librarians employed in central North Carolina inquired about best practices for special education programs, how aware the school

librarians were of them, how they received information, and their preferred sources, as well as making specific inquiries into inclusive instruction, accommodations, collaboration, involvement in students' individualized education plans (IEPs), and services for parents of students with disabilities. Allen (2008) found that while most of the respondents receive information, collaborated with others, and specifically accommodated students with disabilities in various ways, many of the respondents lacked confidence in their own ability to fully serve students with disabilities and found their own knowledge of best practices lacking. Most respondents showed enthusiasm for learning more about best practices serving these students from their special education peers and showed a strong desire for more school-wide professional development.

Renee Franklin Hill (2012) replicated Kendra Allen's study in central New York and focused on the strengths of the school librarians, as suggested by the title: "Strengths and opportunities: School librarians serving students with special needs in central New York State." Hill also found that while not all of the school librarians feel comfortable in the knowledge and the services they offer students with disabilities, all of them report at least some knowledge of best practices and active efforts to provide and improve services to their students. Allen and Hill's studies indicate that school librarians are putting forth effort and are actively attempting to serve their students, and a course at the graduate level, before they are learning everything on the job, could help to smooth the way toward keeping up with and implementing best practices in the school library.

1.5 The Need for a Course on Students with Disabilities at SILS

Perhaps the strongest argument for a course on students with disabilities at SILS is Walling's (2004) assertion that:

> Accredited library and information science programs have a responsibility to make their students aware of the relevant legislation, of related service issues, and of the applications of adaptive technology so that their graduates can carry out their legal responsibilities in libraries and in other information agencies. (p. 137)

The School of Information and Library Sciences at the University of North Carolina at Chapel Hill, as an ALA accredited program and respected school, has this responsibility. It is being partially addressed in courses such as INLS 745: Curriculum Issues and the School Librarian, and INLS 513: Resource Evaluation and Selection. However, these courses have full curricula that include the needs of all users and are only able to devote one class meeting, or part of one class meeting, to the needs of students with disabilities. This proposed one-and-a-half credit hour graduate level course will bring in and expand upon curriculum issues such as inclusive instruction and collection development considerations for students with disabilities, as well as delve into other important issues, such as collaboration with classroom teachers and special education teachers. The Course Syllabus—which includes the course description, course objectives, a teaching philosophy, the course assignments and grading, and other SILS-required elements—can be found in Appendix A. The Course Schedule—which includes the topics, course readings, proposed activities, and guiding questions for each session—can be found in Appendix B.

Providing graduate library students with a foundation in library services to students with disabilities should serve them well as they go on to build and run school library programs. This proposed course should give graduate students who will be working with students with disabilities an introduction to the unique considerations that go into serving students with disabilities as well as some practical strategies to use in order to serve these students, as well as the entire user population.

Course Proposal

1.6 Related Courses

The syllabi of courses related to this proposed course were examined for insight on course creation. Each course listed below is described, framed in terms of what it says about graduate level courses on students with disabilities.

1.6.1 Courses on Serving Students with Disabilities

1.6.1.1 Syracuse University School of Information Studies, IST 564: Library & Information Services to Students with Disabilities

The course that most closely aligns to this proposed course is IST 564: Library & Information Services to Students with Disabilities, taught at Syracuse University by Dr. Renee Franklin Hill and Doctoral Candidate Delicia T. Greene (2012). This online course directly addresses services to students with disabilities in the school library. Hill and Greene (2012) alternated student reading assignments with completing modules of Project ENABLE (described in Core Components below) and structured the course topics around the order in which topics are presented in the Project ENABLE modules. If this proposed course were a three credit hour course, a similar model might be helpful for student learning, but with the shorter timeframe, the students in the proposed course will have to complete the modules as the course progresses, though they will be able to do so at their own speed, as the only due date is that the modules must be completed by the final session. The reading list for IST 564 was also used to add several readings to the proposed course.

1.6.2 Courses on Serving Users with Special Needs

1.6.2.1 University of Texas at Austin School of Information, Information Needs to Special Needs Populations

This online course, taught by Suellen Adams (2013), "examines the historical and philosophical context of the concept of disability, including ADA regulation, mainstreaming and deinstitutionalization." This course does not focus on students with disabilities and instead touches on a wider range of services to populations of all ages. Along with the article by Kurtts and Gavigan (2008), this course inspired the assignment of a critical review of a piece of literature.

1.6.2.2 Valdosta State University Library and Information Science Department, MLIS 7180: Library Services for Patrons with Special Needs

MLIS 7180 (2004) as listed on Valdosta State University's website had no instructor listed. Like Adams' course, MLIS 7180 (2004) focuses on users with disabilities in general instead of students. Its goal is to "provide students with a general understanding of disability issues with a particular emphasis on print disabilities." Like the proposed course, it covers issues such as the Americans with Disabilities Act legislation, Assistive Technology, and all of the resources that today's "electronic environment" enables librarians to provide for users with disabilities (MLIS 7810, 2004).

1.6.3 Education Courses at UNC-Chapel Hill

The School of Education is a valued partner of SILS at UNC-Chapel Hill and the two schools often share students, giving LIS students the chance to absorb principles of and research behind pedagogy and theories in education and giving education students the chance to delve into children's and young adult literature. While there are many courses specifically for future special educators, there are themes in several education

courses that benefit all future educators, including both classroom teachers and school librarians.

1.6.3.1 EDUC 516: Differentiated Instruction for Inclusive Classrooms

This course, taught by Melissa Miller (2011), is focused on differentiated instruction in elementary education and teaches strategies for making learning accessible to all students. This course also features a book review of a book listed in *Books That Portray Characters with Disabilities*, which reinforced the decision to include a critical review in the proposed course. The course also includes a three-hour observation, which reinforced the decision that observation is an important component for the proposed course. Unfortunately, this course is listed as being part of the School of Education's Elementary Education program and coincides with a field placement, so it is unlikely that it is open to SILS students.

1.6.3.2 EDUC 682: Behavior Support Methods

EDUC 682, also taught by Miller (2008), focuses on classroom management in special education settings. The course covers "developing an understanding of students' psychological and learning needs," how to establish "positive student-teacher relationships," how to "[implement] instructional strategies that maximize student learning," "management strategies that maximize on-task behavior," and "effective responses to inappropriate student behavior" (Miller, 2008). Classroom management is not treated separately in the proposed course, but could easily be added at the professor's discretion or at students' interest. EDUC 682 could be a valuable addition to LIS students' education on serving students with disabilities, as they may or may not be familiar with classroom management practices. Those who are not familiar with

classroom management strategies may greatly benefit from approaching Dr. Miller about taking this course. The course is listed as being open to: "Special Education Add on/Lateral Entry Licensure/MEDX/Other Programs," so SILS students may be able to take the course.

1.6.3.3 EDUC 762: Child Development and Disability

While this course is specifically for the Special Education General Curriculum and other courses in this curriculum were not reviewed in favor of courses with more general inclusive setting applications, its focus on "typical and atypical manifestations of cognitive, social/emotional and communicative development in children" provides an important consideration (Simeonsson, 2007). Understanding the development of children with disabilities could help school librarians serve these students. One week or session spent on development, however, would not be enough to give students a full introduction to theories of development and how it differs in children with disabilities, so perhaps either a three credit hour course could address this topic or a SILS student who is interested in development could approach the instructor about whether or not a student not enrolled in the School of Education might be allowed in.

1.7 Proposed Syllabus

The syllabus for the proposed can be found in Appendix A. The course outcomes, course topics, and the course assignments that are described in the syllabus are discussed below.

1.7.1 Course Outcomes

The proposed course addresses the following learning goals for students, based on the Course Objectives found in the syllabus in Appendix A:

- To be able to understand the considerations that go into service for students with disabilities
- To translate these considerations into effective service to future users
- To develop an action plan for making the school library more inclusive for all students
- To be able to create a supportive environment for all students, including understanding the importance of creating an environment of mutual respect among all students and providing opportunities for diverse students to collaborate
- To learn from a current special education practitioner what skills and knowledge about students with disabilities and education of these students that school librarians' colleagues value most in their school librarian
- To observe and interact with students in a real educational setting and gain firsthand experience working with students with disabilities
- To be prepared to become involved in their future students' education
- To be prepared to instruct students in an inclusive setting
- To understand the laws that affect their students and to be able to educate their students on how these laws affect them
- To understand the criteria for identifying, evaluating, selecting, and promoting appropriate fiction and non-fiction materials for and about students with disabilities
- To collaborate with their colleagues to produce a product that they can use to assist them in their future positions

1.7.2 Course Topic Overviews

The following topics emerged as key aspects to providing excellent services to students with disabilities. These overviews of the topics that will be presented in the course are meant to provide introductions to and examples of what students will be learning as they progress through the course and are in no way exhaustive.

1.7.2.1 Laws that Affect Special Education Services in the US

Students with disabilities are guaranteed equal rights to education and access to high quality education. Three major steps were made toward this goal starting in 1973 with the Rehabilitation Act, the Americans with Disabilities Act (ADA) of 1990, and the Individuals with Disabilities Education Act (IDEA) of 2004, which began back in 1975 as Public Law 94-142 (Education of All Handicapped Children Act). Kathleen Rogers (2006) explained that Section 504 of the Rehabilitation Act of 1973 stated that any program receiving federal assistance (which includes public schools) could not discriminate, deny service, or deny participation of "otherwise qualified individuals" based on disabilities (p. 33). Section 504 was an important step toward equal education opportunities for students with disabilities. Section 504 mandated that schools must provide a free appropriate public education (FAPE) for all children with disabilities in order to receive federal funding, ending the exclusion of students with disabilities from public schools. Together, Section 504 and the ADA prohibited discrimination based on disabilities, giving students with disabilities the right to equal opportunities for participation, equal opportunities to benefit from programs, the right to participate in activities in an "integrated setting…to the maximum extent appropriate" (Rogers, 2006, p. 33). The first two rights ensure that students have access to all opportunities that others have. The final right ensures that students are allowed to participate in any activity that

they are physically and mentally fit for, protecting them against discrimination based solely on disabilities, but also leaving room to determine appropriateness of the activity for the individual's safety. Section 504 and the ADA also allow for "reasonable accommodations," which are defined in education by state and local education agency (LEA) guidelines and differ (Rogers, 2006, pp. 37-39).

Title II of the ADA, which applies to state and local government services and public transportation, is the section that applies to public schools. It mandated that all services offered through these channels be open to people with disabilities (Bangerter & Kleiner, 2005, p. 87). "In order to comply with Title II, older government buildings must undertake reasonable modifications to allow access," and if the modification is unreasonable, employees must instead provide assistive services; all new facilities must also be designed to comply with the ADA Standards for Accessible design (Bangerter & Kleiner, 2005, p. 87). School librarians must find creative ways to make sure that each student gets the full library experience and that no student is excluded.

The Public Law 94-142 (Education of All Handicapped Children Act) of 1975 was the original iteration of the Individuals with Disabilities Education Act (IDEA) of 2004. IDEA further expanded students' rights and established that students with disabilities from ages three to twenty-one are not only entitled a free appropriate public education (FAPE), but also are to be educated alongside their nondisabled peers, in the "least restrictive environment" (LRE) made possible by the nature of their disabilities (Section 300; Section 612). This means that "students with disabilities may only be removed from the general education classroom if they are unable to benefit from instruction in that environment, even with the use of supplemental supports" (Noonan &

Harada, 2007, p. 132). LRE also encourages educators to see special education in a different light: "special education should be viewed as a set of services, *not* a place" (Noonan & Harada, 2007, p. 132). Like the school library, which reaches beyond its physical walls to provide services to the entire school community in classrooms and after school hours, special education services are there to support students in classrooms throughout the school and after the school day ends.

IDEA established the core guidelines for public schools regarding students with disabilities and throughout gave students (and their families) legal rights and protections, including the right to be prepared for further education, employment, and independent living and the right to special programs to assist with sufficient progress like the Individualized Learning Program (IEP). State guidelines like North Carolina's Policies Governing Services for Children with Disabilities, amended in 2010, are based on IDEA and clearly define relevant terms, rights, protections, funding, and programs relating to students with disabilities. Section 504, the ADA, IDEA, and the state guidelines that conform to them make it clear that every faculty member in a school, including the school librarian, has the responsibility to ensure that students with disabilities are receiving the same high quality education as their peers.

Noonan and Harada (2007) summarized IDEA special education availability to students: "[students] ages 3 to 21, who meet the eligibility criteria associated with one of 13 disability categories and need special education and related services to benefit from their education" (p. 131). The thirteen categories IDEA lists are: "autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability,

speech or language development, traumatic brain injury, and visual impairment including blindness" (Noonan & Harada, 2007, p. 131). Section 504, however, allows for accommodations and modifications for students that are not covered under these disability categories listed by IDEA. While Section 504 gives special accommodations and modifications, it does not provide a comprehensive education plan like IEPs provided for under IDEA. The school librarian should work with classroom teachers and special education teachers to obtain a list of all the accommodations and modifications students have as part of their 504 plans in addition to understanding the IEPs of other students so that he or she may serve all students' needs in the classroom.

1.7.2.2 Access, Universal Design, and Assistive Technology

Universal Design (UD) is a set of ideas about increasing access for everyone in all environments that started in considerations for architecture, but has progressed beyond simply physical access to include access to services as well. The goal of UD is inclusion and independence for all users (Blue & Pace, 2011, p. 50). School librarians can make the school library a place where the entire school community feels welcome, supported, and able to participate. It is the school librarians who must be knowledgeable about how to differentiate services for different disabilities so that they can serve their students effectively and even proactively, giving students what they need without students even having to come to them and ask (Blue & Pace, 2011).

UD "is evidenced in public and private spaces to ensure environmental access (facilities and equipment) to the broadest range of users" (Blue & Pace, 2011, p. 49). Blue & Pace (2011) pointed out that now the principles of UD seem more like common sense to us because they have been integrated into the American experience; it is already

hard to imagine sidewalks with no curb cuts and soon, non-automatic toilets in public places will be relics (p. 49). Some major considerations for increased physical access are clear and readable signage (readable can encompass size and format, such as including Braille), flexible lighting, adaptive/assistive technologies, various media formats, and space (e.g., avoiding shelving the majority of books above or below easy reach from a wheelchair) (Blue & Pace, 2011, p. 50). Wojahn (2006) expanded on signage and lighting considerations. For signage, she suggested "[using] 'multiple coding'—combining words and pictures, consistent symbols, and simple fonts. Devise signboards for nonverbal students' common needs and requests" (p. 48). Simplicity and consistency, as well as combining formats, are the keys to accessible signage. In terms of flexible lighting, Wojahn (2006) explained that using lighting to highlight traffic patterns would help students focus and that glare and dimness should be avoided (p. 48). Finally, teacher-librarians can incorporate audio and visual signals into lessons to help increase the engagement and understanding of a larger variety of students (p. 48).

Website access is another important consideration for school librarians. Adriana Edwards-Johnson (2009) stressed the importance of creating a clean school (or at least school library) website that complies to the World Wide Web Consortium (W3C) accessibility guidelines because of the increased amount of electronic resources that should be available to all students 24/7. Edwards-Johnson (2009) also encouraged school librarians to engage with vendors about accessibility options for electronic resources, such as read-aloud features for articles in databases (pp. 23-24). Students who cannot access information because websites are loaded with pictures that have no text descriptions and have no extra support for them will become frustrated and will stop

attempting to use the library's online resources, even those that were originally collected for the express purpose of supporting them. School librarians and anyone who will be designing websites for people with disabilities must take the time to fully consider what access will be like for different disabilities.

Assistive technologies are essential for supporting various user needs. Janet Hopkins (2004) defined assistive technology as "a broad range of enabling strategies, technologies and devices that allow individuals with special needs to work around their areas of challenge" (p. 15). Hopkins listed a great many examples of assistive technology that could be used to meet a variety of needs. To summarize, using general categories, students with visual impairments could benefit from technologies like portable magnifying devices or Braille computer technologies; students with auditory challenges could benefit from assistive listening devices; students who are unable to communicate verbally could be given access to augmentative and alternative communication (AAC) devices that can speak for them; and finally, students with limited movement can benefit from technology like "head mouse tracking systems" (p. 16). The power of assistive technology is that it supports the UD principle of independence and allows students with disabilities to find and use information for themselves instead of having to rely on others for access to information; assistive technology also fosters independence and self-esteem by helping students work around their disabilities and showing them that their disabilities do not have to keep them from achieving (Hopkins, 2004, pp. 16-17). Mastering the use assistive technology devices can also empower people both with and without disabilities to teach others (pp. 16-17). Finally, assistive technology devices can help students interact more with their peers, both by having portable devices that allow them to

continue to learn alongside their peers, and by giving them access to the same information as their peers so that they may participate in class discussions (Hopkins, 2004, p. 17).

Edwards-Johnson (2009) and the "Low-Cost/No-Cost" (2011) checklist in *Knowledge Quest* also reminded school librarians to engage with their users and to make them part of the dialogue of where access is lacking in the school library. Student users will know where they are having difficulties and will appreciate being heard and having their needs accommodated, and when they are too shy to express their needs, often their teachers may have noticed their difficulties as well. Students and teachers would also appreciate the opportunity to brainstorm even when there is no specific user coming forward with requests.

1.7.2.3 Collaboration

Collaboration is a necessary part of every school library program, and collaborating with others in the school can increase the quality of services provided to students with disabilities. In a collaborative team, librarians can find new knowledge and expertise in their peers that will help them improve their services, and they can contribute their own unique knowledge and perspective in return. Brind'Amour (2010) found in her study of special education teachers and librarians in a district in western New York that many special education teachers are open to collaboration and helping librarians serve their population of students with disabilities. Jones, Zambone, Canter, and Voytecki (2010) also showed that librarians and special education teachers are in the perfect situation to collaborate with one another because of their aligned goals and standards.

One way that school librarians can be active collaborators to support students is to become involved with the special education identification process and students' Individual Education Plans (IEPs). IDEA mandates that before students are evaluated for a disability, there is a "pre-referral process" in which educators identify the nature of the challenges a student is having in learning, try to rule out factors in their challenges other than disabilities, and attempt to identify helpful strategies for the student whether or not he or she has a disability (Zambone & Jones, 2010, pp. 21-22). This presents a perfect opportunity for school librarians to join a team of colleagues to help provide input to assist students.

Once the student qualifies for special education, Noonan and Harada (2007) have argued for collaborative planning on students' IEPs, which are "a central requirement of IDEA…each student who receives special education must have an IEP that delineates instructional objectives to meet his or her special learning needs" (p. 135). This requirement gives school librarians not only more understanding of how to help individual students with information literacy, but also an opportunity to collaborate with classroom and special education teachers, as well as parents, to help support the child in all areas. School librarians can become active participants in IEP meetings and can use their observations about the student to help the team form information literacy goals that complement the student's plan.

Noonan and Harada (2007) gave insight into the nature of IEP goals so school librarians can understand how these goals work before they enter their first meeting or attempt to help in the creation of goals. Each goal needs to be a "measureable behavioral objective" with three components: condition is the situation in which the student is to

demonstrate the skill (e.g., in the library); behavior refers to an observable response (e.g., find a database through the school library website); and criterion, which is the standard set for the demonstration of the skill (e.g., the student must successfully navigate to the database five times) (p. 135). School librarians can add another voice to the team, another perspective from which to consider the student's strengths, weaknesses, and appropriate goals.

There are also opportunities for collaborative teaching among the classroom teachers, special education teachers, and school librarians. Each may bring in different observations and strategies to make lessons more accessible. Noonan and Harada (2007) brought attention to the different strengths and knowledge that each kind of teacher possesses: classroom teachers know the curriculum and what skills their students need to have by the end of the class; special education teachers know the individual students and the accommodations they need, as well as what strategies have been effective with specific students; finally, school librarians bring in the information literacy curriculum and possibly some different teaching strategies (p. 139). Together, the teachers can engage on co-teaching or consultation.

Co-teaching is a truly collaborative method where all teachers share in teaching the lesson, giving instructions, and giving assignments, and all focus on all the students, not just on either students with disabilities or students without disabilities (Noonan and Harada, 2007, p. 139). This style may take a while to perfect, but can result in high student achievement once the team works more and more efficiently together. Consultation, on the other hand, is when one teacher instructs and simply gets advice from others, such as the school librarian asking the special education teacher about

effective strategies for a few students she teaches on a regular basis, or suggesting a less complex companion book for students who need one when a classroom teacher comes to check out a class set of books to teach (p. 139). For example, Anne Marie Perrault (2010) wrote about her observations of science inquiry collaboration, showing that school librarians could support science teachers in increasing access to science materials in various formats and could be another instructional partner that understands differentiation strategies and inclusive instruction. A similar form of collaboration is making use of the "collective expertise" of the collaborators (Jones et al., 2010, p. 66). This could include consultation among team members, but it is more holistic than consultation. It is more about integrating the team's "knowledge and skills on behalf of the students," than it is merely asking for help with strategies in certain situations (p. 66).

Jones et al. (2010) also gave some suggestions for structuring collaboration projects, addressing barriers to collaboration such as others not being aware that a school librarian has complementary knowledge and skills to offer and risking others not seeing the value of collaboration by only approaching someone with the nebulous desire "to collaborate." The first step, then, is to determine a purpose and goals for collaboration, and then to draw up a written plan and create a collaboration calendar. It is essential to continue the habit of writing collaboration ideas and activities down and collecting evidence to show administrators, as well as collecting material to display to the whole school community to show them collaboration successes (Jones et al., 2010, p. 68). Forming strong partnerships with special education and general education teachers is a great way to bring many skills and knowledge bases together for the benefit of the students.

Blaum and Bryant (2004) recounted a successful collaborative unit and offered some practical advice at the end that school librarians should keep in mind as they plan collaborative projects. They advised educators to start with what interests the students; their students were enthralled by fairytales, which led to the development of a unit on fairytales and resulted in high levels of student engagement, motivation, and learning (pp. 34-35). School librarians can always be observing what catches students' interest, and they can work with the special educators and the students themselves to design high-interest projects. The authors also stressed the importance of meeting informally and of starting small and building up to in-depth collaborations, so that instead of being seen as a burden, collaborative projects can grow organically as the partnerships in the collaborations strengthen (p. 35).

School librarians may also reach out to parents and other community members as valued collaborators, especially for special presentations and for suggestions across the school library program. The "Low-Cost/No-Cost Solutions for Universal Design and Accessibility" (2011) checklist in Knowledge Quest encouraged community input on assistive technology purchases, collection development, and accessibility (p. 68). The checklist mentioned people and organizations that the school librarian might think to reach out to, such as local public librarians, vendors, local disability organizations, and valued community members with relevant life and/or professional experiences (p. 68). This collaboration could be as simple as getting together people to discuss the benefits and possibilities of library-related purchases, or as involved as forming strong partnerships that allow for collaborative activities like presentations, workshops, field

trips, and even volunteer programs to provide students with more information and services relevant to their lives and unique needs (pp. 28-29).

1.7.2.4 Inclusive Instruction

Hopkins (2005) wrote about the importance of developing instruction that includes all students: "beyond the physical and social inclusion of students with special needs lies the goal of reducing or removing barriers to learning and participation" (p. 17). Blue and Pace (2011) noted that "in the past, instruction for students with disabilities has focused mainly on teaching life, social, behavior, and knowledge retention skills rather than on decision making about information retrieval, access, and organization," stating that library instruction used to be based only on getting to the library and learning the process of finding, checking out, and successfully returning books (p. 51). Janet Murray (2001) expressed the need for more than these basics well: "For students with disabilities, acquiring skills that will enable them to access information that affects their lives is of the utmost importance" (p. 1). This reasoning goes for any student in the school: they need access to information that affects their lives; they need to be able to understand it, to analyze it, to use it. School librarians have the responsibility to give all of the students in the school the same information literacy skills, and must make their lessons accessible for everyone, which becomes exceptionally important when classes include students of differing abilities.

Full inclusion is when students are educated fulltime in general education classrooms and are not pulled out part-time for special services (Noonan & Harada, 2007, p. 132). "Advocates of inclusion seek to change the philosophy and structure of schools so all students, despite differences in language, culture, ethnicity, economic status,

gender, and ability, can be educated with their peers in the regular classroom" (Jones et al., 2010, p. 66). In addition to this moral obligation, arguments for full inclusion include the fact that knowledge and skills are learned better in context, when and where students need them; inclusion creates opportunities for observational learning—children imitate and learn from others whom they perceive as more competent; and this observational learning can positively affect students' development of social skills (Noonan & Harada, 2007, pp. 132-133). When students are not removed from general classrooms, they have models around them that show them what they can achieve; they are not being treated as less capable, as different. However, recognizing the obstacles their disabilities can still present to full academic success, there are modifications, or supports, in full inclusion that give students the extra help they need to use their strengths to achieve.

These supports can happen at the curricular level and instructional level (Noonan & Harada, 2007, p. 133). Curricular supports "modify or change instructional content," making it more accessible to students with disabilities (p.133). Some typical modifications include shortening assignments or adapting them to be less complex, having students read versions of books that have been adapted and abridged or readings on the same topic that have lower reading levels, reading out loud as a class or in groups, and guided notes where students have to fill in blanks in notes given to them instead of generating all the notes by themselves. Murray (2001) found that having students perform the same tasks as the rest of their peers, with modifications to accommodate their needs, increased students' feelings of success (p. 10).

Instructional supports "are specialized teaching methods that have been effective in helping students with disabilities learn" and Noonan and Harada (2007) identified

three effective supports: task analysis, direct instruction, and time delay (p. 133). Task analysis involves breaking down a task or skill into a series of manageable steps, teaching students the steps while modeling them, and then leading them through the steps with prompts until they are able to complete the tasks themselves. Giving students a list of the steps reinforced with pictures of each step can also help the students self-instruct (p. 133).

Direct instruction includes providing verbal, visual, gestural, physical, and/or auditory prompts, that can be combined as necessary to help students arrive at the correct response and should be used consistently and positively reinforced (p. 134). For instance, if a student leans toward visual learning, have her (or even everyone) highlight words in a passage, perhaps developing a color-coded system with based on the assignments, such as always highlighting figurative language in pink and adjectives in yellow. Then with the student, or as a class (in which case, a teacher can project the passage and have students direct the highlighting), go through the passage and congratulate her on correct answers and draw her attention to words or phrases she missed. One form of direct instruction is time delay, in which the teacher first uses a natural prompt, such as simply providing instruction, and then waits four seconds before providing an instructional prompt like those described above (p. 134). In addition to these major supports for all classrooms, Noonan and Harada (2007) made suggestions that could easily be incorporated into many activities and lessons in the school library: oral readings, theme readings, illustrated books, directive scaffolding (or dialogic reading), and interaction and movement (such as songs or acting out stories or doing finger plays) (p. 134).

Wojahn (2006) gave school librarians several tips that address the focus difficulties that many students have. She encouraged simple changes that would benefit

all students, such as moving the read-aloud chair across from windows (as opposed to in front of them), which reduces glare for the students and helps students with hearing impairments who are trying to read the school librarian's lips, as well as removing the distraction of what might be going on outside (p. 47). Reduction of unrelated noise, as well as optimizing acoustics for the lesson, is also important; students can be distracted and disrupted by a noisy, active circulation desk and can become frustrated and lose interest if they cannot hear the lesson (p. 48).

One method of inclusive instruction is using Universal Design for Learning (UDL). The UDL Guidelines were developed by the Center for Applied Special Technology (CAST) and are now in Version 2.0 (CAST, 2011). "Based on brain research on the recognition, strategic, and affective networks, UDL seeks to provide students multiple ways to attain, engage, and express ideas and information" (Blue & Pace, 2011, p. 51). The three principles of UDL are multiple means of representation, multiple means of action and expression, and multiple means of engagement (CAST, 2011). Multiple means of representation—including options for perception; options for language, mathematical expressions, and symbols; and options for comprehension—helps address the different ways that learners perceive and comprehend information (CAST, 2011). Making multiple means of action and expression available to students allows them to navigate through assignments and show what they have learned in a way that fits their personal strengths (CAST, 2011). Finally, providing multiple means of engagement will ensure that more students are engaged and motivated; students respond differently to different types of engagement and motivation based on a number of factors and there is not one method that will engage and motivate them all equally (CAST, 2011). Each

principle in UDL also contains three guidelines, and each guideline contains several checkpoints; for each point, the authors provided detail on its meaning and importance and gave readers concrete examples and links to other examples and resources for incorporating strategies into lessons (CAST, 2011). UDL is a wonderful system for librarians to refer to in order to think about the needs of all their students, both with and without disabilities, and the specific strategies and tips that the guidelines provide are a valuable resource for any educator.

A critical step of implementing inclusive instruction methods is first learning what the students in each class need in terms of support and modification. Copeland (2011) stressed the importance of getting to know individual students and coming to understand the different strengths and intelligences that they bring to the table, as well as their individual learning needs. Noonan and Harada (2007) also reminded teacher-librarians that just because a student has specific disabilities does not mean that he or she has special needs in all areas: "The majority of students in special education have unique needs in select areas (e.g., reading comprehension) rather than across the entire curriculum" (p. 135). School librarians can collaborate with classroom and special education teachers, as well as with the students themselves, to assess students' modification needs and to make sure that they are addressing real needs and not unnecessarily removing challenge from the work for students who could achieve at higher levels.

Finally, as an example of instruction that can easily be incorporated into the information literacy curriculum to engage all students, two educators have found Web 2.0 tools to be valuable resources. Tammy Story (2012) provided an example of reaching

students with disabilities using Web 2.0 tools, which are user-friendly tools that are easy for students and teachers to learn to use, and can be used for creating online content collaboratively and to share newly-acquired knowledge. She noted that all 21st-Century learners are ever-connected, active participants and collaborators in the global community, and that students who have trouble focusing on print books are more comfortable spending long amounts of time with interactive formats like video games (Story, 2012, p. 38). With that in mind, she began to identify Web 2.0 tools that could aid in developing literacy skills and grouped them into three types: presentation tools, video and audio tools, and community tools (Story, 2012). Presentation tools support visual literacy and the ability to communicate new knowledge. Video and audio tools can be used to make material more accessible to students (e.g., teachers can create audio recordings or video tutorials). Community tools can be used for collaboration among peers and for teacher-student collaboration; they can be a great way to strengthen the school community's communication and collaboration. Using Web 2.0 tools is an example of effective inclusion: not only does using Web 2.0 tools support students with disabilities, but it also something generally engaging that all of the students can enjoy.

Clint Winter (2011) also shared why Web 2.0 tools work well with students with disabilities, recounting his experience as a special educator. Students with disabilities, especially students diagnosed with Attention Deficit Hyper-Activity Disorder (ADHD) have trouble with organization not only physically (such as keeping all of their school materials organized), but also when trying to organize ideas or structure their writing (p. 38). Winter discussed free graphic organizer tools to help students—not only to these tools allow students to graphically organize their ideas, but they also stay in one place (all

the student has to do is log in) so that the notes do not get lost (p. 38). Calendars and other tools for organizing assignments and due dates can help students in the same way (p. 38). Also, Winter suggested laying out the starting points of a project using Web 2.0 tools, giving the students a place to start from (pp. 38-39). Web 2.0 tools can aid students in many ways and help to organize and engage them.

1.7.2.5 Collection Development

There are several collection development considerations that school librarians should take into account to address the unique needs of students with disabilities. These include collecting various formats, collecting manipulatives, selecting for a wide range of reading levels, selecting materials that portray people with disabilities in a realistic way, and selecting material about disabilities for students and other members of the school community with and without disabilities to learn more about specific disabilities and life with disabilities.

In order to have sensory access to the collection, students may need a variety of formats, including large print, braille, stories in sign language, videos of stories (also closed-captioned and/or signed), audio books, e-books, and picture books (or heavily illustrated books) (Noonan & Harada, 2007, p. 140). Manipulative items—such as games, toys, or puppets—may also be necessary to use with students in developing fine motor skills or social skills, and can be used to help students with self-expression (Noonan & Harada, 2007, p. 140). School librarians may receive special requests for manipulatives from special education teachers, parents, or students themselves and can also approach special education teachers about whether certain manipulatives might be helpful to certain students. For all means of improving sensory access to the collection, school

librarians should work with special educators, classroom teachers, students, and parents to determine actual student needs in their school.

School librarians need to approach selecting by reading level cautiously and should pay close attention to subject, striving for high-low books, or books that are of high interest to students at a certain level, but have lower reading levels (Noonan & Harada, 2007, p. 140). High school students likely do not want to read simple stories about kittens making friends just because they have a low reading level, and would much rather read stories about other teenagers in situations relevant to what they are going through. Hansen (1995) gave school librarians an important reminder: "Don't limit the materials available to [students with disabilities]. When suggesting appropriate items, be sure to allow students free choice" (p. 29). Not only may students still be able to get something from a book that is beyond their level, but no student deserves to be humiliated by having a book she has selected taken away because it is "too hard;" school librarians have to support students' choices and let them decide for themselves if books are right for them. School librarians could, however, suggest an additional book that is closer to the student's reading level and encourage the student to try both.

Lower reading level non-fiction books that support the curriculum should also be selected, with an emphasis on easier-to-read layout features such as larger print, illustrations or photographs, and more white space on the page (Noonan & Harada, 2007, p. 140). Juozaitis (2004) acknowledged that it can be harder to find non-fiction with lower reading levels that is still appropriate for older students, but made the point that the school librarian must select these items carefully: "children on the cover or in the illustrations are too obvious, indicating the lower reading level which is a blow to

[students'] self-esteem" (p. 34). Along with providing a few examples of places to begin searching for high interest, low vocabulary non-fiction materials, Juozaitis (2004) also argued that informational websites and databases could also be major resources and could be carefully selected for reading level and scaffolded by structuring the assignment to lead the students through the site or sites, as in a web quest (students respond to questions as they navigate through pages of a web site or among web sites) (pp. 34-35).

Graphic novels have been shown to hold high interest for reluctant and struggling readers, which can often include students whose disabilities make it more difficult for them to read (White, 2011). In a specific example, Britt White (2011) wrote about using graphic novels with students with hearing loss. Children with hearing loss, in any of the varying degrees, have a harder time learning aspects of verbal communication such as vocabulary, grammar, and word order, and thus also struggle with reading comprehension skills (p. 20). Children who cannot learn as much by talking to adults and hearing themselves talk before starting school start out behind their peers and the gap can widen throughout school. Graphic novels can provide reading comprehension and academic support, as well as help them to better understand social and linguistic expressions and conventions (p. 20; 22). Many students with hearing loss learn American Sign Language (ASL), which is a visual-spatial language, and this language more naturally translates to graphic novels, in which the pictures do not simply depict the text, but extend the story (p.21). Like in ASL, shape, movement, direction, location, and patterns are important to the visuals in graphic novels. The understanding that students gain from graphic novels increasingly translates to text-only readings, so that graphic novels are not just enjoyable, but also help students to read better overall (pp. 24-25). These findings can be

extrapolated to any students who struggle with reading comprehension, are reluctant readers, or who struggle with deciphering social situations.

Wopperer (2011) wrote about the necessity of collecting literature containing people with disabilities: “Children's and young adult books that portray characters with disabilities are important tools for helping all readers learn about, understand, and relate to people with disabilities” (p. 26). There are major positives for students with and without disabilities. For students with disabilities, literature portraying strong, believable characters can have positive effects on self-esteem, give students a sense of purpose, and help them develop a personal sense of power (p. 28). This literature can also help students without disabilities become aware of, understand, accept, and respect their peers and help counteract the tendency toward social isolation of students with disabilities in inclusive classrooms (p. 28). Once students without disabilities become more aware of the struggles that their peers face every day, but also all the things that make them the same, they can accept them more as peers and begin to stop seeing them as “other.” Wopperer (2011) noted that the literature including people with disabilities has changed drastically over the years from moral and didactic works that force pity to naturalistic works wherein a character’s disability is a minor theme or is present in a minor character; in other words, disability is portrayed as natural.

Evaluation criteria for diverse children’s and young adult literature involves using the same standards that a school librarian would typically use and adds further considerations: realistic and accurate characterization, plot and setting, meaningful and accurate illustrations, should use people first language, and accurate information (p. 29, 30-32). Realistic and accurate characterization includes depiction of round, fully

developed characters, not including characters with disabilities conveniently so that other characters can grow, and characters solving problems without adult help (p. 29). Stories should have settings with universal appeal and should deal with subjects that mirror real life (p. 29; 31). The illustrations should not emphasize difference and should support and enhance the story like in any quality picture book (p. 31). If the school librarian is uncertain about the accuracy of the information in a book, like the diagnoses and manifestations of disabilities, then he or she should do some independent research and ask experts (p. 31). In addition to selecting inclusive literature across the collection, school librarians can also get books into the classroom by suggesting titles to teachers and suggesting places to fit them into the curriculum and activities or projects that can accompany them (p. 33).

1.7.2.6 Supportive Environment

Creating a supportive environment for all students is something that several authors touch on in their articles about a variety of aspects of supporting students with disabilities with the school library program. Creating a supportive environment can be an intangible idea, but there are several ways that school librarians can actively foster a positive environment for their students. Wojahn (2006) stressed that simply making changes to the accessibility of the library will show students that the school librarian is interested in making the school a better place for them. Her article, "Everyone's Invited," contains many pieces of practical advice that aligns with the strategies and changes proposed throughout the literature, including physical access changes, assistive technology, and intellectual access. These changes to the environment of the school library, along with a commitment to people first language, fostering positive relationships

among students, supporting students' self-esteem, meeting students' everyday life information needs, supporting students in transitions, and encouraging self-determination should help make the school library a positive environment for everyone.

One way to create a supportive environment for students with disabilities is to be committed to using people first language. Kathie Snow (2012) wrote a powerful appeal for this simple humanizing way of acknowledging people as people and not defining them by their medical diagnoses: "If people with disabilities are to be included in all aspects of society, and if they are to be respected, and valued as our fellow citizens, then we must stop using language that marginalizes them and sets them apart" (p. 3). People first language simply puts people first, such as "students with disabilities" as opposed to "disabled students." As Snow wrote, all people are aware of what you say about them and showing them that they are important people and not a diagnosis to you can go a long way toward making users feel supported. School librarians do not have to stop at modeling, but also have the opportunity to be a leader and help the whole school participate in using language to put people first.

Noonan and Harada (2007) also noted that "students who feel a sense of belonging and acceptance will have a better chance of success in all their educational pursuits" (p. 141). In order to achieve this environment, and to foster positive relationships among students, a school librarian may lead activities such as "sensitization activities (awareness of disabling conditions, respect for individual differences), direct instruction of social skills, and cooperative learning activities" (p. 141). Providing fiction and non-fiction literature (see section on collection development) that portrays people with disabilities honestly and helps the school community understand and appreciate

people with disabilities as people, and sensitization activities that further encourage respect for difference can strengthen the school's understanding and improve social inclusion of students with disabilities. Creating more cooperative learning activities also gets all students working together and finding each other's strengths and their personal commonalities. Direct instruction of social skills gives students the tools to reach out to one another in positive ways.

Murray (2000) also touched on some of these ideas in her article on contributing to the personal growth of students with disabilities by fostering confidence, independence, and self-esteem. Like Noonan and Harada, Murray (2000) acknowledged that increasing the self-esteem of students with disabilities includes "facilitating acceptance by peers" and providing plenty of opportunities for collaboration among students (p. 6). In addition to collaboration with others, Murray (2000) also reported findings of several other factors that could positively affect students' self-concept: "independence, a positive and welcoming learning environment, challenge in learning situation and a feeling of personal value or acceptance," all of which school librarians can strive to provide in the school library (p. 7). In creating a welcoming environment in which students can be as independent as possible, Murray (2000) stressed accessibility (physical accessibility, availability of assistive technology, and intellectual accessibility of materials) and friendly, approachable staff (pp. 7-8). As for value and acceptance by their peers, Murray (2000) reiterated the need for a collection that includes accurate information about disabilities and "[promotes] positive images of people with disabilities" (p. 9). Finally, Murray (2000) suggested having students with disabilities become library assistants; the responsibilities and special status that come with being a

library assistant helps build students' confidence, self-esteem, and acceptance by others (p. 9).

School librarians can also make the school library a supportive environment by recognizing and meeting students' everyday life information needs. In addition to the information needs that all students share, students with intellectual disabilities have some specific everyday life information needs that school librarians can support. Dana Hanson-Baldauf (2011) identified the specific everyday life information needs of students with intellectual disabilities and argued that school librarians could work proactively to support these needs, which would help students be better prepared to live high quality lives. The domains of interpersonal relations, social inclusion, and emotional well-being can all have contribute negatively to quality of life for people with disabilities if they are not given the right tools to respect themselves and their rights and to interact with others (including communication and conflict resolution skills) (Hanson-Baldauf, 2011). People with intellectual disabilities often lack social skills and end up isolated from others despite their human desire to connect to them, which is reinforced by external isolating factors, such as both formal and informal segregation in school, the community, and the workplace (p. 11). Other people make the mistake of seeing people with intellectual disabilities as childlike, which can cause them to be socially excluded and can cause others to deny and force them to repress their sexuality and prevent them from receiving sexual health education (pp. 11; 13). They are also at a high risk for all forms of abuse, with as much as 90% of the population experiencing sexual assault in their lifetimes (pp. 11-12). School librarians can address all of these through providing accessible resources for students with disabilities and providing lessons and programming for them

specifically tailored to their needs. For instance, librarians can host conflict resolution workshops and can bring in local rape crisis and domestic violence counselors to talk to students about their rights as individuals and how to get help.

Support for students with disabilities can continue as they begin to look forward to life after school. In her introduction to an issue of *Knowledge Quest*, Anne Marie Perrault (2011b) stressed the importance of taking "steps to support and empower students as they engage in the transition process" (p. 7). Transition services are defined in IDEA (2004) and include services that help smooth the transition into whatever will come next for students, including continuing education, independent living, and work environments (Section 300.43). These transition services mostly provided by special education teachers, but there are ways in which school librarians can contribute as well. They must understand the unique needs of their students and gauge interest and need for certain services. However, some general needs, discussed by Hanson-Baldauf (2011), are health information, employment information and job-seeking and retention skills, and self-advocacy skills. People with intellectual disabilities are more likely to have poorer nutrition and health and have less access to and knowledge of healthy practices (p. 11). Their level of material well-being can also be low: they are far less likely to be employed than others without disabilities and have a 70% unemployment rate (p. 12). Every person graduating high school and entering fully into the outside world should know his or her rights, especially if he or she is a member of a population that has been continually and grossly denied rights historically (p. 12).

As a result of teen focus groups on information needs in transition, Tarleton and Ward (2005) identified fourteen categories of information needs that students with

disabilities said would help support them as they took control of their own lives: "work; college; where to live; money; friends; sex and relationships; safety; being in charge of your life; living independently (i.e. information on practical things like being able to tell the time or find out what was on the TV); healthy living; having fun; music; sport; helping others" (p. 73). School librarians can easily support many of these needs by collecting online resources on these subjects. In addition to providing resources on these information needs, conducting mock interviews and resume clinics, ensuring that students know their rights, and helping connect students to college and university services are just a few concrete examples of the ways that school librarians could partner with special education teachers to support students' transition to life beyond school.

Often framed in terms of preparing students for transition, self-determination is something that school librarians should encourage in all students, from elementary to high school. "Promoting self-determination involves addressing the knowledge, skills, and attitudes students will need to take more control over and responsibility for their lives" (Wehmeyer, 2002, p. 2). Wehmeyer (2002) defined self-determined individuals as those who know themselves and their strengths and capabilities, are autonomous, able to self-regulate, set and pursue self-directed goals, who are problem solvers and decision makers, and who are "actors in their own lives instead of being acted upon by others" (p. 2). Self-determination is important for all students because having self-determination allows a person to take control over his or her own life, which has positive effects on the individual's self-worth and self-esteem (p. 3). Wehmeyer (2002) also noted that "when students with disabilities show they can make things happen and take responsibility for planning and decision-making, others change how they view them and what they expect

from them" (p. 3). Students' self-determination can increase others' respect for them and can help them show others that they are capable of high levels of achievement. Research has shown as well that when students leave school with more self-determination, they are more likely to be employed at better jobs with more benefits and live independently a year after graduation (Wehmeyer, 2002, p. 3).

In order to support self-determination in students, school librarians must teach students a set of skills and knowledge. Students need to be able to set personal goals, solve problems that have become obstacles to their goals, prioritize, participate in decisions that affect them, create their own action plans to work toward their goals, self-regulate, and self-manage (Wehmeyer, 2002, pp. 3-4). Wehmeyer (2002) gave school librarians and other educators many practical strategies for fostering self-determination in students from early elementary to high school, such as "[promoting] early problem-solving skills by encouraging students to think aloud as they address simple problems" and modeling problem-solving processes in early elementary school and encouraging high school students to make decisions that affect their daily lives and helping them understand the relationship between their goals and the decisions they make on a daily basis (pp. 4-6).

Ultimately, self-determination ties into the overall goal of empowering students, which Jones (2006) defined as "[making] decisions that affect one's destiny, to choose the paths that one wishes to traverse" (p. 12). Jones (2006) listed five steps for educators who want to lead students toward empowerment: encouraging disability awareness and self-discovery, teaching students about special education services, engaging students in self-monitoring, preparing everyone for the students' involvement in his or her IEP, and

taking time to evaluate the effectiveness of the efforts the educator has taken (pp. 14-15). Each of these steps will move the student toward a better understanding of him or herself, of his or her disability, of the issues that affect his or her life, and of his or her own IEP, and will move the student toward greater control over decisions that affect him or her.

1.7.3 Course Assignments

1.7.3.1 Project ENABLE

One of the required assignments for the students will be completing the five online training modules of Project ENABLE. The special issue of Knowledge Quest on students with disabilities reported that Project ENABLE was developed by Ruth V. Small, Renee Franklin, and Kristen Link based on research on "the impact of New York State school libraries on student achievement and motivation" (2011, p. 61). The research was conducted from 2005-2008 at the Center for Digital Literacy, as part of a collaboration among Syracuse University's School of Information Studies, the Center for Digital Literacy, and Burton Blatt Institute (Project Enable, 2011, p. 61). This research "revealed that school librarians feel least competent in their ability to provide effective programs, services, and resources to students with disabilities (Project Enable, 2011, p. 61). The "About Project Enable" page of the project's website further states that in 2010, the project received funding for a three-year project that would provide school librarians with training "on ways to appropriate and effective library and information programs and services to students with disabilities." The training the team developed included both freely accessible interactive modules online, where anyone can work at their own pace to learn to better serve students with disabilities, as well as five-day workshops that took place during summer 2011 on the Syracuse University campus that included forty-five

three-person teams of librarians, special educators, and general educators and informed some of the material in the online modules (About Project Enable).

The Project ENABLE team worked to create professional development for any librarian who wanted to learn more about providing effective services to all of their students. These modules cover disability awareness, school disability law, accessibility issues, how to plan inclusive instruction, and how to actually plan an accessible library. The user takes a pre-test to assess prior knowledge, and then begins the modules, all of which have quizzes at the end, as well as there being a final post-test. Within the modules, the user reads summaries of the subject—supported by research—and watches videos and explores other linked websites. On each page, the user is asked to respond to questions, usually in the form of brainstorming solutions and strategies to approach realistic hypothetical situations. These answers can all be saved to the user's profile for future reference. The prompts are designed to make the user think critically about practical applications of the topics they are learning and the final two modules lead users to develop lesson plans for their students and an action plan for making the library more inclusive.

The developers of Project ENABLE made it easy for classes to use the modules to instruct library school students who will go on to work in schools and who will be serving students with disabilities by creating "Group Account" registration so that the professor or other supervisor may monitor users' progress. These modules will be a major assignment in the course not only because they reinforce material that will be covered in the course, but also because they provide multiple means of engagement with the material, allowing students to experience the benefits of one of the three principles of

Universal Design for Learning in practice (CAST, 2011). This assignment also addresses the Course Outcome "To develop an action plan for making the school library more inclusive for all students" from above, as the final module of the online training aids users in creating an action plan for a more inclusive school library. The real world scenarios to which users respond throughout the modules also address one strategy for facilitating learning from the Teaching Philosophy found in Appendix A: "Assignments and class activities which require application of theory to real world situations."

Students will be able to work at their own pace during the course to complete the modules and by the end, they will finish the course with more practical strategies and action plans for inclusive libraries that they can share with one another and take with them into their future position.

1.7.3.2 Special Educator Interview

Students will be asked to interview a special educator. The students will come up with a set of interview questions as a class so that each person will ask the special educators the same core set of questions. Students can then have points of comparison for class discussion and can be exposed to multiple perspectives. Students may also ask additional questions based on their personal interests and bring up these unique points in discussion for their peers' benefit. This is the students' chance to ask special educators what special educators want future school librarians to know, to ask any questions about special education programs or law, and to ask questions about anything they have been wondering that a special educator could talk about. This assignment allows students to gain insight into special educators' values and thoughts and to explore the ways in which

they can become informed and valuable partners to the special educators in their future schools.

The assignment addresses the following Course Outcome: "To learn from a current special education practitioner what skills and knowledge about students with disabilities and education of these students that school librarians' colleagues value most in their school librarian" and is based on part of the Teaching Philosophy, which states: "Networking can be an effective way to build partnerships and gain mentors in the field that can also help students as they enter the professional world." The interview assignment provides students with an opportunity to reach out to professionals in the field. The special educator that they interview may or may not be the person whose classroom they will observe and perhaps this single interview will be the only interaction they have with the special educator, but this person could also become a contact for the student whenever he or she has questions about special education or students with disabilities, even beyond graduate school.

1.7.3.3 Critical Review

This assignment is adapted from the assignment described in Kurtts and Gavigan (2008) and from the three critical review assignments in INLS 732: Children's Literature and Related Materials, taught by Dr. Brian Sturm. Students will select a children's or young adult book that portrays people with disabilities and will write a critical review that summarizes the book, analyzes how the people with disabilities are portrayed and what students with and without disabilities could learn from the book, and argues for or against selecting the book for inclusion in a school library.

Students will engage deeply with one book and be exposed to several other books in the writing and sharing of their critical reviews, which will give them a foundation in the selection of books that feature people with disabilities. This foundation will help them to select appropriate material for the school library collection and recommend it to teachers and students in the future, which is a Course Outcome: "To understand the criteria for identifying, evaluating, selecting, and promoting appropriate fiction and non-fiction materials for and about students with disabilities."

1.7.3.4 Classroom Observation

Students will be asked to complete four hours of observation in a special education classroom during the course. The hours can be completed at any time before the last session of the course and can be done all at once or over multiple visits to accommodate the students' schedules. Completing the hours by the last session allows students time to share their experiences with one another. For these observation hours, students are encouraged to participate in the classroom in some way, to engage with the students, instead of being passive observers. Before the students arrive for their first observation, they are expected to ask the teacher about participating and to work out with the teacher the kind of engagement that will most benefit the teacher, the LIS student, and the students in the classroom. This could involve simply becoming an extra hand or set of eyes doing any number of small tasks, or it could involve working closely with one or several students. The goal is to have LIS students engage with students with disabilities without burdening the teacher.

This assignment will give students who do not have a background in education some experience working with students with disabilities, which address the Course

Outcome: “To observe and interact with students in a real educational setting and gain firsthand experience working with students with disabilities.” The assignment also addresses a Teaching Philosophy strategy for facilitating learning: “Participant observation which applies course concepts to actual students in the community and possibly provides an opportunity for students to gain a mentor in the field.” Students will have an opportunity to see what goes on in the classroom since most of their formal interactions with students as school librarians will be in the school library. The students will also be spending four hours with the special educator whose classroom they will observe and this person may become someone to whom the student feel comfortable bringing questions about special education or about how to serve their users. This relationship may continue as the student enters the profession, especially as he or she is beginning to build new relationships within his or her school and might feel more comfortable approaching an established professional contact with questions.

1.7.4 Class Wiki

The students will all collaborate together on a wiki. This will be a space for students to add helpful resources, strategies, and action plans. Throughout the proposed Course Schedule in Appendix B, there are suggestions about assignment and in-class activity products that students may choose to add to the wiki. For instance, the critical reviews that students complete can all be added to the wiki in a section on collection development. These items will form the beginning of a resource on books that feature people with disabilities. As school librarians, the class members can continue to add to this list, though they may only have time to summarize the books and recommend them or warn their colleagues against them. This product will be an invaluable resource that

they can refer back to when building and running their school library programs. Having this resource ready to draw from will aid in quickly meeting users' needs.

The class wiki also addresses the idea in the Teaching Philosophy for the proposed course that "collaboration among colleagues not only leads to the creation of high quality products, but also leads to partnerships that can carry over into professional settings, and that these partnerships can be an invaluable support for professionals as they grow." The related strategy to facilitate this is "demonstration of knowledge and understanding through the creation of a collaborative real world product." The class activities that will be transferred to the wiki will facilitate collaborations among members of the class that may become strong working relationships. Students may take these relationships with them as they build their school library programs and continue to gain insight and strengthen their ideas through collaborating with their SILS colleagues.

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Appendix A: Course Syllabus

Serving Students with Disabilities in the School Library

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Course Description

The purpose of this course is to familiarize future school librarians with the needs of their students with disabilities and to provide them with the tools to serve this population effectively. This course will address special education legislation and give students insight on the spectrum of disabilities that their students may possess. It will also address issues in physical and intellectual access, address the principles of Universal Design, and introduce students to Assistive Technologies that can aid their future users. Students will learn about Individualized Education Plans (IEPs), how they affect students, and how to become involved in the process of developing them. They will explore collaboration opportunities with special educators, general classroom teachers, and others. Students will learn to modify lessons to accommodate their students' needs, including learning the guidelines for Universal Design for Learning. This course will help students apply principles of collection development to select materials for their students with disabilities as well as materials that will increase general knowledge of people with disabilities. This course will also address the creation of a supportive environment, which encompasses interpersonal relations among peers, supporting students in transition, supporting the everyday life information needs of students, and increasing students' self-determination and empowerment.

Course Objectives

This course will prepare students to:

- Serve their future students with disabilities effectively and with confidence, meaning that they will be able to understand and quickly respond to student needs and that they will proactively offer services that address students' needs, such as providing accessible signage in the school library
- Work with and understand students with all types of disabilities and meet all of their unique needs, both physical and intellectual
- Create a safe environment that supports all students and promotes mutual respect and collaboration among all users
- Understand the laws that govern special education in the US public education system and how those laws affect the students that they serve and to help their students understand the laws that affect them
- Become involved in their students' education by aiding in the development of their Individualized Education Plans (IEPs)
- Form partnerships with special and general educators across the curriculum and develop collaborative projects to facilitate student learning
- Use inclusive instruction strategies to teach information literacy to all students

- Effectively identify, evaluate, select, and promote children's and/or young adult literature that accurately and positively portrays people with disabilities
- Effectively identify, evaluate, select, and promote non-fiction materials that are appropriate and accessible to students with disabilities

Teaching Philosophy

As an instructor, I believe that collaboration among colleagues not only leads to the creation of high quality products, but also leads to partnerships that can carry over into professional settings, and that these partnerships can be an invaluable support for professionals as they grow. Networking can be an effective way to build partnerships and gain mentors in the field that can also help students as they enter the professional world. In a reality where there is a large research-to-practice gap, it is of the utmost importance for students to understand the research and theory behind best practices and effective services, but also for them to understand real world contexts and applications and to be able to translate their knowledge to their future professional settings. I use some of the following strategies to foster this type of learning:

- Whole class discussions that give time for synthesis and reflection
- Small group discussions and collaborations that allow for building lasting partnerships among colleagues and high quality contributions to class knowledge
- Interview for networking and practical knowledge and advice, as well as possible mentoring, from professionals in the field
- Assignments and class activities which require application of theory to real world situations
- Participant observation which applies course concepts to actual students in the community and possibly provides an opportunity for students to gain a mentor in the field
- Demonstration of knowledge and understanding through the creation of a collaborative real world product
- Instruction that moves from the "What?" and "How?" to the "Why" and "So What"

ASSIGNMENTS AND GRADING

Assignment 1: Project ENABLE Modules (25%)

Students will complete the five online training modules of Project ENABLE. This assignment will reinforce material that will be covered in the course, and provide multiple means of engagement with the material, which is one of the three principles of Universal Design for Learning (CAST, 2011). Students will be able to work at their own pace during the course to complete the modules and by the end, they will finish the course with more practical strategies and action plans for inclusive libraries that they can share with one another and take with them into their future positions. There is a "Group Account" feature, so the whole class will be registered at once. This allows the professor

to monitor student progress, but not for peers to see each other's work. It would be helpful to complete these modules as the course progresses, but they are not due until the final session, to allow everyone to work through them at their own place. There is a lot of information available in these modules; really take some time with the thoughtful questions and activities that the researchers have developed and compiled.

To read more, visit: http://projectenable.syr.edu/ABOUT/About-Project-ENABLE-

Assignment 2: Special Educator Interview (15%)

This is the students' chance to ask special educators what they would want future school librarians to know, to ask any questions about special education programs or law, to ask questions about anything they have been wondering that a special educator could talk about. The students will come up with a set of interview questions for everyone to ask in Session 2 and interview their teachers by Session 4. Teachers are extremely busy people, so in order to meet that deadline, it would be a good idea to reach out to a person as soon as possible to set up in advance an interview date that falls between Sessions 2 and 4. Students who have additional questions should feel free to ask them and share those responses with the class, but everyone should ask the same core questions. Reponses will be shared in group discussion, there is no reflection due, but students should also turn in a copy of their interviews.

Assignment 3: Critical Review (10%)

1. Select a work of fiction that features a person or people with disabilities. (You can start with the list in Kurtts & Gavigan, 2008, or find one on your own. It can be children's, YA, or a graphic novel.)

2. Read with a critical eye for the following:
a. How are individuals with disabilities portrayed? Pathetic, sad, to be pitied? Heroic, succeeding against all odds? Or realistically?
b. How are relationships with non-disabled peers or adults described?
c. What could children or youth learn from reading this book?

3. Include the following elements in your review:
a. Summary of the whole story in **100 words or less**. In other words, do not write "teaser" summaries. Readers of your review should find out the entire story from your summary.
b. Critique the story in terms of the questions from part 2, as well as the overall quality of the book (assess elements such as plot, characterization, setting, etc.), using examples from the text when necessary. **No more than 150 words**.
c. Make an argument for or against selecting the book for a school library, supporting your decision with textual examples. Include how the school librarian might use or promote the book. For instance, think about where in the curriculum the school librarian could suggest teachers use the book. **No more than 100 words.**

*Adapted from Kurtts, S. A., & Gavigan, K. W. (2008). Understanding (dis)abilities through children's literature. *Education Libraries, 31*(1), 23-31 and Sturm, B. (2013). *INLS 732: Children's Literature and Related Materials* (Syllabus). Retrieved from http://ils.unc.edu/courses/2013_spring/inls732_001/732schedule.html

Assignment 4: Classroom Observations (4 hours) and Response (30%)

It is important to get out into classrooms whenever possible, to apply theory and research to practical settings. And as a school librarian, you may or may not get many chances to make extended visits to classrooms around this school. This assignment gives you a chance to see how one classroom works and does things, and a chance to interact with students. Students may choose to either visit a special education classroom or an inclusion classroom. For these observation hours, students are encouraged to participate in some way, to engage with the students, instead of sitting at the back of a room taking notes. The amount of participation will be different for everyone and should be discussed beforehand with the teacher. Ask, "What can I do to help out?" This could involve simply becoming an extra hand or set of eyes doing any number of small tasks, or it could involve working closely with one or several students. In short, be useful and try to start getting to know the kids because that is what this assignment is about. And feel free to exceed the four hours if your schedule allows.

Response Papers

The response papers are meant to be short, no more than four pages. Summarize briefly the setting, the students, and the type of participation you engaged in and then show what you learned from the observations and how they might have affected you as an educator.

Assignment 5: Participation (20%)

Participation grades will include showing up to class having read the material for the session and being prepared to discuss it, participation in class discussion, adding to the class wiki, and reflective journaling.

Class Wiki

The focus of this course is to prepare future school librarians to serve students with disabilities effectively. These students will be a part of the whole population that the school librarian will serve and having a resource ready to draw from will aid in quickly meeting users' needs. This will be a space for students to add helpful resources, strategies, and action plans and I hope that several or many students find it useful in their future positions and help to add to it and maintain it.

Reflective Journaling

Since students will be asked to continually think of applications and strategies and how to actually serve students, these weekly journals will provide a place to throw around ideas and help get students thinking. *The journals should address these ideas: what stood out to me from the reading, questions I have and connections I am making,*

how my thinking has changed after the session, and possible applications to my life as an educator. These are informal, but remember that the goal is to come up with helpful ideas that can transfer to the wiki.

Grading and Due Dates

ASSIGNMENT	WEIGHT	DUE DATE
Project ENABLE Modules	25%	Complete by Session 7
Special Educator Interview	15%	Session 4
Critical Review	10%	Session 6
Classroom Observations (four hours) and Response	30%	Complete by Session 7
Participation	20%	Ongoing

Grading Scale

H	(95-100) "clear excellence", **above and beyond** what is required
P+	(91-94) all requirements satisfied at highest quality
P	(85-90) all requirements satisfied at entirely acceptable, above average level
P-	(80-84) requirements satisfied
L	(70-79) low passing
F	(<70) failed

STUDENT RESPONSIBILITIES

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcome. As students, you will be responsible for establishing your own work schedules and internal deadlines. You need to be resourceful in locating and retrieving information to complete your assignments. You are expected to arrive in class having read, considered, and mentally critiqued each of the items and topics listed on the class schedule. Assignments should be completed on time. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered one full letter. The ability to work successfully with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your communication with your peers, instructor, and resource people. Finally, any incidence of plagiarism or other academic dishonesty will result in an F for the course.

UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the

development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at http://www.unc.edu/depts/honor/honor.html. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

STUDENTS WITH DISABILITIES

"The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified may, as independently as possible, meet the demands of University life." Visit their website at http://disabilityservices.unc.edu/ for more information.

SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

Appendix B: Course Schedule

Session 1
Topic: Course Introduction, Defining Disability, and Laws that affect special education services, and Current State of School Library Services/Confidence

Readings:
Adams, H. R. (2009). Access for students with disabilities. *School Library Monthly, 25*(10), 54.
Allen, K. L., & Hughes-Hassell, S. (2010). Meeting the needs of students with disabilities. *School Library Monthly, 27*(1), 52-54.
(Also skim through Kendra Allen's Master's Paper; especially consider her survey questions: Allen, K.L. (2008). The school library media program and special education programs (Master's Paper). Available through the Digital Collections of the University of North Carolina at Chapel Hill, http://dc.lib.unc.edu/cdm/ref/collection/s_papers/id/1117)
Bangerter, R. & Kleiner, B.H. (2005). How to comply with the Americans with Disabilities Act. *Equal Opportunities International, 24*(5/6) 86-92. Doi: 10.1108/02610150510788196
Hill, R. (2012). Strengths and opportunities: School librarians serving students with special needs in central New York State. *School Library Research, 15*, 1-14.
Weber, M. (2010). A New Look at 504 and the ADA in Special Education. *Texas Journal on Civil Liberties and Civil Rights, 16*(1), 1-27.
Also, explore the IDEA website: http://idea.ed.gov/explore/home

Notes:
- Video: http://www.youtube.com/watch?v=DUn6luZQaXE
- Some guiding questions: Who can receive services under Section 504, the ADA, and IDEA? What are the differences in coverage among these laws? What services are school librarians currently providing and what seem to be the barriers to effective service?

Session 2
Topic: People First Language and Attributes/Expressions of Various Disabilities

Readings:
*Briggle, S. J. (2005). Language and literacy development in children who are deaf or hearing impaired. *Kappa Delta Pi Record, 41*(2), 68-71.
*Farmer, L. J., & Sykes, M. (2008). Library services for students with autism. *CSLA Journal, 31*(2), 25-27

*Guild, S. (2008). LD accommodations in the school library: Not just for the specialized school anymore. *Knowledge Quest, 37*(1), 24-29.
*Examples of specific considerations for students with different disabilities.
Keswick, K. (2011). "D" is for dragon. *Knowledge Quest, 39*(3), 74-75.

Snow, K. (2012). To ensure freedom, inclusion, respect for all, it's about time to embrace people first language. Retrieved from http://www.disabilityisnatural.com/images/PDF/pfl09.pdf

Zambone, A. M., & Jones, J. L. (2010). Special ed101 for school librarians. *School Library Monthly, 26*(6), 19-22.

Websites to explore: The Council for Exceptional Children's website: http://www.cec.sped.org/

The National Dissemination Center for Children with Disabilities' website: http://nichcy.org/

Search for information on all of the categories of disabilities listed under IDEA (http://idea.ed.gov/explore/home); be prepared to expand on Zambone and Jones' chart.

Notes:

- In small groups, and then as a class, chart disabilities and the impairments or challenges that can manifest with each type of disability; add the master chart to the wiki
- Generate interview questions for special educators
- Some guiding questions: How can the school librarian create a safe, supportive space for all students and ensure that all are treated with respect? How much should a school librarian know about each disability that students have in the school community? Are there any special considerations for school librarians building relationships with their students with disabilities?

Session 3

Topic: Access, Universal Design, and Assistive Technology

Readings:

Blue, E. V., & Pace, D. (2011). UD and UDL: Paving the way toward inclusion and independence in the school library. *Knowledge Quest, 39*(3), 48-55.

Copeland, C. A. (2011). School librarians of the 21st century. *Knowledge Quest, 39*(3), 64-69.

Copeland, C. A. (2011). Library and Information Center Accessibility: The Differently-able patron's perspective. *Technical Services Quarterly, 28*(2), 223-241.

Connell, R.B., Jones, M., Mace, R., Mueller, J., Mullick, A., Ostroff, E.…Vanderheiden, G. (1997). The principles of universal design. Retrieved from: http://www.ncsu.edu/www/ncsu/design/sod5/cud/about_ud/udprinciplestext.htm

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Low-Cost/No-Cost Solutions for Universal Design and Accessibility. (2011). *Knowledge Quest, 39*(3), 68.

Websites to explore: University of Washington's DO-IT Center website: http://www.washington.edu/doit/ and http://www.washington.edu/doit/CUDE/app_sec.html
W3C's Roadmap for Accessible Rich Internet Applications (WAI-ARIA Roadmap) http://www.w3.org/TR/wai-aria-roadmap/

Notes:

- In small groups, select a disability and search for potential ATs to accommodate these students; add results to the wiki, indicating the disability/disabilities the AT can accommodate
- Some guiding questions: How can the school librarian be proactive about increasing access in the school library? What are some small, no/low-cost changes that can greatly impact access in the school library? Whom should the school librarian ask about potential access issues in the school library? How should the school librarian determine assistive technology needs in the school library?

Session 4
Topic: Collaboration Opportunities and IEPs

Readings:

(Look back over) Zambone, A. M., & Jones, J. L. (2010). Special ed101 for school librarians. *School Library Monthly*, *26*(6), 19-22.
Blaum, D., & Bryant, C. (2004). Happily ever after. *Knowledge Quest*, *33*(2), 34-35.
Farmer, L. J. (2009). School library media specialist collaboration with special education personnel in support of student learning. *Evidence Based Library and Information Practice*, *4*(2), 37-55. Retrieved from: http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/4583/5316
Hopkins, J. (2005). Extending inclusive learning: Library and special education collaboration. *Library Media Connection*, *23*(6), 17-19.
Jones, J. L., Zambone, A. M., Canter, L., & Voytecki, K. (2010). The forgotten partners in special education: Teacher-librarians. *Teacher Librarian*, *37*(3), 65-69.
Noonan, M.J., & Harada, V.H. 2007. Special education and inclusion: Opportunities for collaboration. In S. Hughes-Hassell & V. Harada (Eds.), *School reform and the school library media specialist* (pp. 131-143). Westport, CT: Libraries Unlimited.
Perrault, A. (2011). Reaching all learners: Understanding and leveraging points of intersection for school librarians and special education teachers. *School Library Media Research, 14*.
Skim the Department of Education's document on IEPs: http://ed.gov/parents/needs/speced/iepguide/index.html
Retrieve NC IEP form from: http://ec.ncpublicschools.gov/policies/forms/statewide-forms

Notes:

- Special Educator Interview Due
- Discuss interview responses

- In small groups, design measurable literacy goals for IEPs (general or based on a hypothetical student) and put these examples on the wiki
- Some guiding questions: what makes successful collaboration? How can the school librarian reach out build partnerships with special educators and general classroom teachers teaching inclusive classes? What kinds of support can the school librarian give these teachers before they bring up the idea of collaboration? How can school librarians be involved in issues concerning the students with disabilities in their schools?

Session 5

Topic: Inclusive Instruction and Universal Design for Learning

Readings:

(Look back over) Noonan, M.J., & Harada, V.H. 2007. Special education and inclusion: Opportunities for collaboration. In S. Hughes-Hassell & V. Harada (Eds.), *School reform and the school library media specialist* (pp. 131-143). Westport, CT: Libraries Unlimited.

CAST. (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author. Retrieved from http://www.udlcenter.org/aboutudl/udlguidelines

Krueger, K. S., & Stefanich, G. P. (2011). The School Librarian as an Agent of Scientific Inquiry for Students with Disabilities. *Knowledge Quest, 39*(3), 40-47.

Murray, J. (2001). Teaching information skills to students with disabilities: What works. *School Libraries Worldwide, 7*(2), 1-16.

Philip, L. G., Julia, M. R., Rice, C., Peterson, S., & Martha, L. V. (2005). Instructional modifications used by national board-certified teachers. *Preventing School Failure, 49*(2), 47-54. Retrieved from http://search.proquest.com/docview/228446706?accountid=14244

Story, T. (2012). Can Web 2.0 strengthen reading skills? *Library Media Connection, 31*(3), 38-39.

Winter, C. (2011). Overcoming barriers in the media center. *Library Media Connection, 29*(6), 38-39.

Wojahn, R. (2006). Everyone's invited. *School Library Journal, 52*(2), 46.

Notes:

- In small groups, modify lesson plans for hypothetical students with different needs; add the original and modified plans to the wiki
- Again in small groups, modify lessons to incorporate specific UDL guidelines; add to the wiki (students may also add any ideas on modifying lessons and incorporating UDL guidelines)
- Some guiding questions: How should the school librarian become aware of all students' instructional needs? What are some frequently used modifications and accommodations that a school librarian could easily have ready to fill student needs? Should school librarians use UDL for all library instruction, not just for reaching students with disabilities? How does technology affect inclusive instruction in the school library?

Session 6
Topic: Collection Development

Readings:
Irwin, M., & Moeller, R. (2010). Seeing different: Portrayals of disability in young adult graphic novels. *School Library Media Research, 13.*
Juozaitis, V. (2004). Serving the needs of our students with LD in the school library. *School Libraries in Canada (17108535), 23*(3), 32-36.
Kurtts, S. A., & Gavigan, K. W. (2008). Understanding (dis)abilities through children's literature. *Education Libraries, 31*(1), 23-31.
Walling, L. (2001). Ability, disability, and picture books. *School Libraries Worldwide, 7*(2), 31-38.
White, B. (2011). The world in words & pictures: How graphic novels can help to increase reading comprehension for students with hearing loss. *Knowledge Quest, 39*(3), 19-25.
Wopperer, E. (2011). Inclusive literature in the library and the classroom. *Knowledge Quest, 39*(3), 26-34.

Notes:
- Critical Review Due (due in class, but should also go on the wiki)
- Students should share their books and analysis from review
- In four small groups, students pick an area (Math, English, Social Studies, Science) and select at least one online resource in that area appropriate for each level (elementary, middle, high) and share with the class; add findings to wiki with short annotations
- Some guiding questions: What are the considerations that go into collection development as a whole? What considerations are added when selecting for students with disabilities and to help students without disabilities better understand and respect their peers? Are there problems with applying the term "bibliotherapy" to providing students with disabilities books that feature people with disabilities? What are the problems associated with selecting non-fiction for older students with disabilities and how can school librarians make sure to select age-appropriate resources? How can the school librarian best promote all of these materials?

Session 7
Topic: Everyday Life Information Needs, Encouraging Self-Determination, Creating a supportive Environment, and Transitional Services

Readings:
Look back over Snow, Noonan and Harada, and Wojahn for some ideas on supportive environments)
Hanson-Baldauf, D. (2011). Empowering young adults with intellectual disabilities through everyday life information. *Knowledge Quest, 39*(3), 8-17.
Jones, M. (2006). Teaching Self-Determination: Empowered Teachers, Empowered Students. *Teaching Exceptional Children, 39*(1), 12-17.

Murray, J. (2000). How school librarians can contribute to the personal growth of students with disabilities. *Orana: Journal of School and Children's Librarianship, 36*(2), 5-11.

Perrault, A. (2011). Rethinking school libraries: Beyond access to empowerment. *Knowledge Quest, 39*(3), 6-7.

Tarleton, B. (2004). The road ahead - main report. *Social Care Institute for Excellence*. Retrieved from http://www.scie.org.uk/publications/tra/report/index.asp

Wehmeyer, M. (2002). Self-determination and the education of students with disabilities. Retrieved from http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED470036

Notes:

- Share observation experiences
- Share action plans from Project ENABLE
- In small groups, find online everyday life resources in different areas and for different levels of students and share with the class; add to wiki with short annotations
- Some guiding questions: What are the everyday life needs of students with disabilities? Why are transition services so important and what are some important transition services school librarians can offer?